



WHITE KNOLL ELEMENTARY

132 White Knoll Way
West Columbia, South

Grades	PK-5 Elementary School	
Enrollment	802 Students	
Principal	Jan Malone	803-821-4500
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Good
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

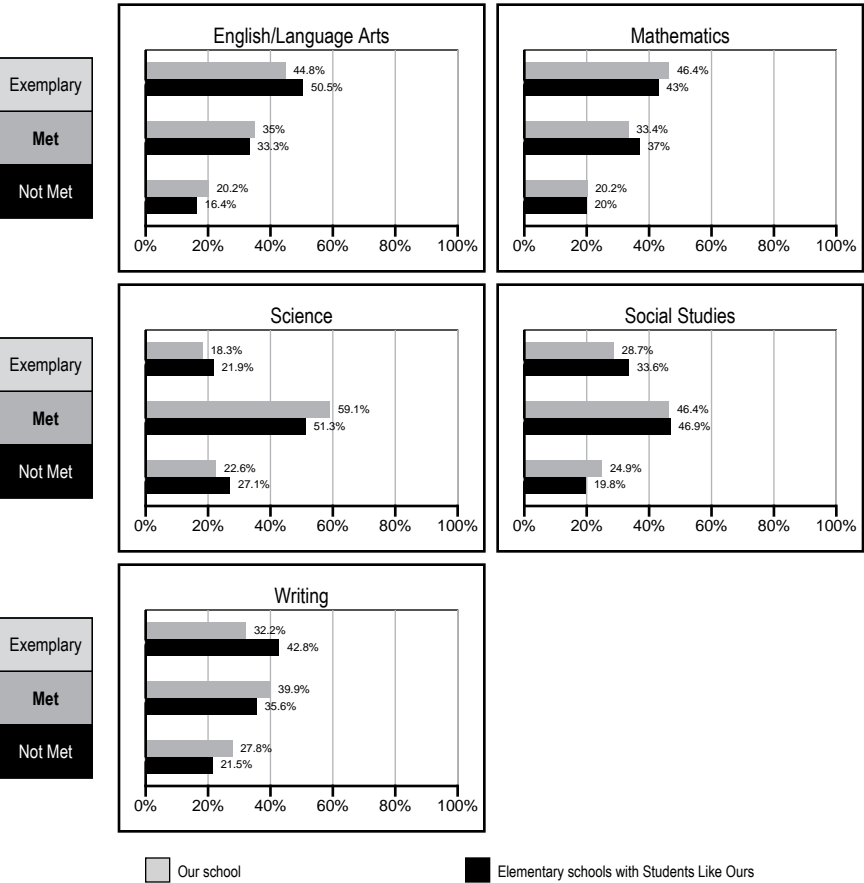
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	30	16	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=802)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.2%	0.8%	1.2%
Attendance rate	99.9%	Up from 96.2%	96.6%	96.1%
Eligible for gifted and talented	18.6%	Up from 15.7%	17.0%	11.7%
With disabilities other than speech	5.1%	Up from 3.4%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	69.2%	Up from 63.6%	62.5%	60.5%
Continuing contract teachers	88.5%	Up from 72.7%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.3%	Up from 80.7%	89.4%	87.0%
Teacher attendance rate	93.9%	No Change	95.7%	95.4%
Average teacher salary*	\$47,086	Up 1.3%	\$48,456	\$47,288
Professional development days/teacher	6.6 days	Down from 11.2 days	11.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 21.0 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.1%	Up from 89.6%	91.8%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,189	Up 15.7%	\$7,202	\$7,548
Percent of expenditures for instruction**	71.4%	Up from 71.2%	69.4%	68.7%
Percent of expenditures for teacher salaries**	70.3%	Up from 52.8%	66.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At White Knoll Elementary School, we work to create a high-performance learning culture with a safe and nurturing environment, innovative teaching, and challenging programs for all of our students, producing physical, emotional, social, and academic excellence.

"The Essential Piece" was the theme for our 2009–2010 school year. Our school community worked hard to pull all of the pieces together so that learning increased for all students.

We are proud that the State Department of Education recognized White Knoll Elementary as a Palmetto Silver Award winner because of our overall student achievement. WKES also received a Department of Health and Environmental Control Recycling Education Grant and was recognized as a top Relay For Life fundraising team. Among other recognitions, our Art Teacher Ginny Merrit won an Artsonia Leadership Award.

Continued budget cuts at the state level and a rapidly changing population continue to present challenges for our school.

WKES continues to focus on student achievement and preparing students to be global, productive citizens in the 21st century. It is our belief that professional development and personal responsibility are the keys to student success.

To that end, we provided staff development in the areas of Balanced Literacy, Everyday Mathematics and Technology Integration. Grade-level teachers, instructional coaches, and administrators work collaboratively together to improve student achievement. School data guides teacher planning and classroom instruction. We utilize both formative and summative assessment data in our work. We continue to increase the rigor of our instruction through the analysis of this data.

Our staff continued to work through professional learning teams. Every individual established goals. Every grade level established goals and measured student achievement. Both the Palmetto Assessment of State Standards and the Measure of Academic Progress scores confirm the success of our collaborative teams.

While academic achievement is very important, we also know that for students to succeed they need to be caring, compassionate, responsible individuals who respect diversity and have the skills to work effectively with others. As we continue to promote high levels of academic achievement, we also focus on giving the students the life-skills necessary to meet the challenges of the 21st century. Students learn to set goals, become problem-solvers and monitor their own progress.

WKES thanks our Parent Teacher Association and School Improvement Council for their hard work and generous efforts toward school improvement.

Janet H. Malone, Principal
Jeff Rose, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	138	67
Percent satisfied with learning environment	100.0%	73.0%	75.8%
Percent satisfied with social and physical environment	96.0%	80.3%	83.3%
Percent satisfied with school-home relations	80.0%	88.2%	77.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	403	99.8	20.2	35.1	44.7	91	89	83.5	Yes	Yes
Gender										
Male	204	99.5	23.8	38.3	37.8	88.6	86.2	80.1	N/A	N/A
Female	199	100	16.5	32	51.5	93.3	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	309	99.7	18.1	34.4	47.5	92.3	90.7	89.6	Yes	Yes
African American	66	100	32.8	41	26.2	85.2	76.9	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	15	100	21.4	28.6	50	78.6	82.4	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	41	97.6	43.6	33.3	23.1	74.4	53.9	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	27.3	27.3	45.5	72.7	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	169	99.4	29.4	34.4	36.3	85.6	80.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	403	100	20.4	33.3	46.3	89.7	86.2	80.4	Yes	Yes
Gender										
Male	204	100	22.3	28.5	49.2	87.6	84.9	78.4	N/A	N/A
Female	199	100	18.6	38.1	43.3	91.8	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	309	100	15.4	34.8	49.8	92.6	88.2	87.8	Yes	Yes
African American	66	100	47.5	29.5	23	75.4	72	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	15	100	28.6	14.3	57.1	78.6	78.2	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	41	100	56.4	25.6	17.9	69.2	52.7	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	27.3	9.1	63.6	72.7	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	169	100	30	35.6	34.4	83.8	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	271	100	22.9	58.9	18.2	77.1	80.7	67.3
Gender								
Male	136	100	21.1	60.2	18.8	78.9	80.2	66.9
Female	135	100	24.6	57.7	17.7	75.4	81.2	67.7
Racial/Ethnic Group								
White	214	100	20.1	60.3	19.6	79.9	83.4	79.6
African American	39	100	40.5	51.4	8.1	59.5	59.9	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	70	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	27	100	56	36	8	44	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.9	58.6
Socio-Economic Status								
Subsidized meals	104	100	33	53.6	13.4	67	68	55.4

Social Studies

All Students	270	100	24.9	46.4	28.7	75.1	81.5	70.9
Gender								
Male	141	100	24.3	47.8	27.9	75.7	81.5	70.1
Female	129	100	25.6	44.8	29.6	74.4	81.4	71.7
Racial/Ethnic Group								
White	201	100	21.9	46.4	31.6	78.1	82.9	79.2
African American	51	100	40.4	46.8	12.8	59.6	68.5	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	24	100	50	45.8	4.2	50	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	119	100	33.3	49.1	17.5	66.7	69.1	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	402	98.8	27.3	40.3	32.5	72.7	79.4	72.1	99.9	97.1
Gender										
Male	204	98	36.5	39.6	24	63.5	73.4	65.2	99.9	97.1
Female	198	99.5	18.1	40.9	40.9	81.9	85.6	79.2	99.9	97.2
Racial/Ethnic Group										
White	308	99	25.4	38.8	35.8	74.6	81.6	80.8	99.9	97.1
African American	66	98.5	40	50	10	60	65.2	59.7	99.9	97.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.7	87	99.9	97.9
Hispanic	15	93.3	30.8	30.8	38.5	69.2	66.3	64.6	99.9	97.2
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	82.8	73.4	99.9	96.3
Disability Status										
Disabled	38	97.4	55.6	38.9	5.6	44.4	35.6	27.7	99.9	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	27.3	36.4	36.4	72.7	67.1	63.7	99.9	97.8
Socio-Economic Status										
Subsidized meals	166	100	37.7	36.5	25.8	62.3	66.5	61.9	99.9	96.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	127	100	12.6	28.6	58.8	87.4
	4	137	100	20.1	37.3	42.5	79.9
	5	143	100	14.3	44.4	41.4	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	125	99.2	20.8	19.2	60	79.2
	4	138	100	18.2	47	34.8	81.8
	5	140	100	21.5	37.8	40.7	78.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	127	100	15.1	36.1	48.7	84.9
	4	137	100	17.9	44	38.1	82.1
	5	143	100	18.8	54.9	26.3	81.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	125	100	25.8	29.2	45	74.2
	4	138	100	10.6	34.1	55.3	89.4
	5	140	100	25.2	36.3	38.5	74.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	65	98.5	16.1	61.3	22.6	83.9
	4	137	100	17.9	64.9	17.2	82.1
	5	70	98.6	18.2	65.2	16.7	81.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	63	100	27.1	47.5	25.4	72.9
	4	138	100	18.2	65.9	15.9	81.8
	5	70	100	28.4	55.2	16.4	71.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	62	98.4	12.3	36.8	50.9	87.7
	4	137	100	11.2	59	29.9	88.8
	5	73	95.9	21.2	51.5	27.3	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	62	100	21.3	42.6	36.1	78.7
	4	138	100	18.9	47.7	33.3	81.1
	5	70	100	39.7	47.1	13.2	60.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	126	98.4	16.2	33.3	50.4	83.8
	4	138	100	25.9	47.4	26.7	74.1
	5	137	100	27.1	40.6	32.3	72.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	124	97.6	35.9	29.1	35	64.1
	4	136	100	18.2	50	31.8	81.8
	5	142	98.6	28.7	40.4	30.9	71.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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